



Vocabulary



Vocabulary Instruction

If vocabulary instruction is:

- **Dynamic**
- **Powerful**
- **Effective**
- **Fun**

Students develop:

- **Word knowledge**
- **Word consciousness**
- **Words for life**
- **Words for academics**



Vocabulary Is Essential

- **Vocabulary size in kindergarten predicts reading comprehension in the middle grades.**
- **Vocabulary size at the end of first grade predicts comprehension 10 years later.**
- **Deficits in third grade relate to lower comprehension scores in the upper grades.**



Vocabulary and Comprehension

“One of the most enduring findings in reading research is the extent to which students’ vocabulary knowledge relates to their reading comprehension.”

— Lehr, 2004, p. 3



Differences in Vocabulary Growth

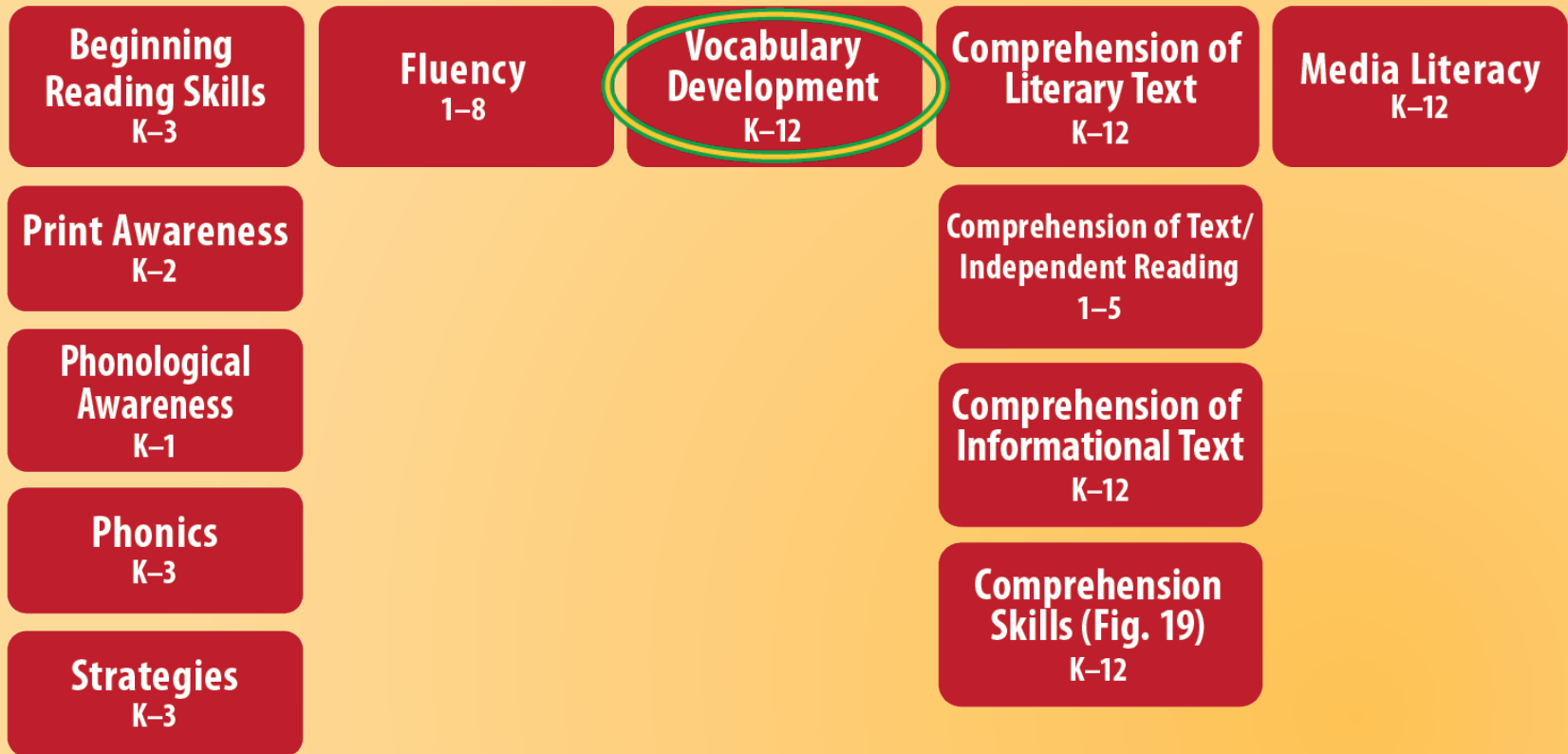
- **Student A:**
Two words per day = 750 words per year
- **Student B:**
Eight words per day = 3,000 words per year



Comprehensive Approach to Vocabulary Instruction

- **Teach specific, carefully selected words.**
- **Increase exposure to rich oral and written language.**
- **Increase generative word knowledge.**
- **Embed multiple opportunities for students to hear, read, and use new vocabulary words.**

ELAR TEKS: Reading Strand





Three Principles of Vocabulary Instruction

- 1. Provide multiple exposures to words.**
- 2. Explain words so that students have a deep understanding.**
- 3. Connect words to what students already know.**



When to Teach New Words

In kindergarten to grade 2:

- **Before reading, sometimes**
- **During reading, sometimes**
- **After a story is read, sometimes**



Selecting Words to Teach

Tier 1

- **Basic words that are typically known, like *baby, clock, and happy***
- **Words that English language learners may need help with but know the concept**
- **Words derived from Anglo-Saxon/Old English**
- **Frequently used words**



Selecting Words to Teach (cont.)



Tier 3

- **Low-frequency words**
- **Words tied to specific domains, specialized content**



Selecting Words to Teach (cont.)

Tier 2

- **High-frequency words**
- **Words critical to a range of content**
- **Words that promote conceptual understanding**
- **Words that have instructional potential**
- **Words that should be taught**
- **Words for life**



Words for Each Tier



- **Using one of the children's books you brought, select three words for each tier.**
- **Share with others at your table.**
- **Share with the whole group two words for each tier.**



Read-Alouds

- Choose books thoughtfully.
- Consider grouping formats: one-on-one, small groups, whole class.
- Choose words to teach *before, during,* and *after* reading.
- If necessary, build background knowledge.



Embedded Definitions and Paired Words

- **Provide quick definitions or synonyms**
- **Do not interfere with the storyline**



Plan Your Read-Aloud

- **Preread the text.**
- **Select Tier 2 words to teach.**
- **Note words to teach before, during, and after reading.**
- **Use sticky notes to mark the following instructional opportunities:**
 - **Places to embed a paired word**
 - **Places to stop to check comprehension (partners whispering; thumbs up, thumbs down; choral responses)**



- **Read Handout 1: Video Notes.**
- **Partner A, explain to your partner what you will focus on in the video.**
- **Partner B, explain to your partner how to notice embedded vocabulary instruction.**





At your table, use your handout to discuss the practices you noticed that support students' learning, including the following:

- **Practices that support understanding of Tier 2 words**
- **Practices that support comprehension**
- **Other beneficial instructional practices**



Explicit Vocabulary Instruction Routine

1. Have students say the word.

Write the word *solar* on the board.

"Today we will learn the word *solar*. Let's say the word together: *solar*."

2. Provide a definition of the word using student-friendly explanations and visuals.

"The definition for *solar* is 'something that is connected to the sun.' *Solar* is an adjective that describes a noun.

"Here is how we would use the word *solar* in a sentence: Solar energy comes from the sun.

"Other ways we can use this word include *solar system* and *solar panel*."



Explicit Vocabulary Instruction Routine (cont.)

3. Have students discuss what is known about the word.

"Think about the word *solar*. What do you already know about the word?"

"Turn and tell your partner one idea about the word *solar*. Be prepared to share with the rest of the group what you and your partner talk about."

4. Provide examples and nonexamples of the word.

"Some examples of *solar* are *solar system* and *solar energy*. Both terms refer to things that are connected or related to the sun.

"The word *solar* does not mean 'having to do with planets or other stars.' It refers only to the sun."



Explicit Vocabulary Instruction Routine (cont.)

5. Engage in deep-processing activities by asking questions, using graphic organizers, or having students act out the word.

“Analyze the word *solar* and categorize it with other words like it.”

“Compare and contrast the word *solar* with the word *lunar* and complete a Venn diagram graphic organizer.”

“Act out the word *solar* so that your classmates can guess its meaning.”

6. Provide scaffolds so that students can create powerful sentences with the new word.

“Powerful sentences help us understand the word by using it in the correct context. For example, a powerful sentence for the word *solar* is: The sun produces solar energy that we can use to turn on our lights and heat our homes.”



Practice: Routine for Explicit Vocabulary Instruction



- **Select two Tier 2 words.**
- **Use the vocabulary routine to teach the words to your partner:**
 - **Partner B: Teach first.**
 - **Partner A: Provide specific, corrective feedback.**
 - **Reverse roles.**

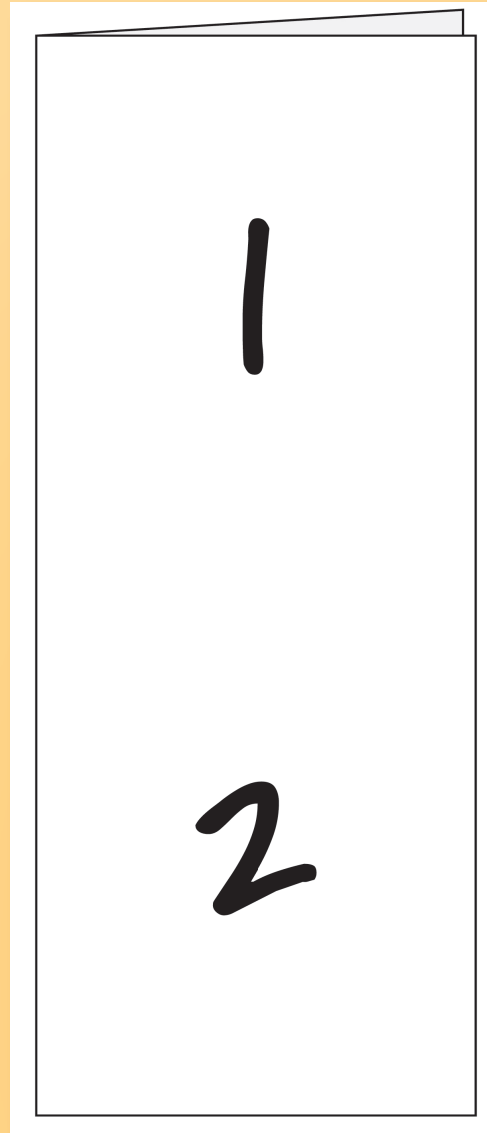


Model New Words

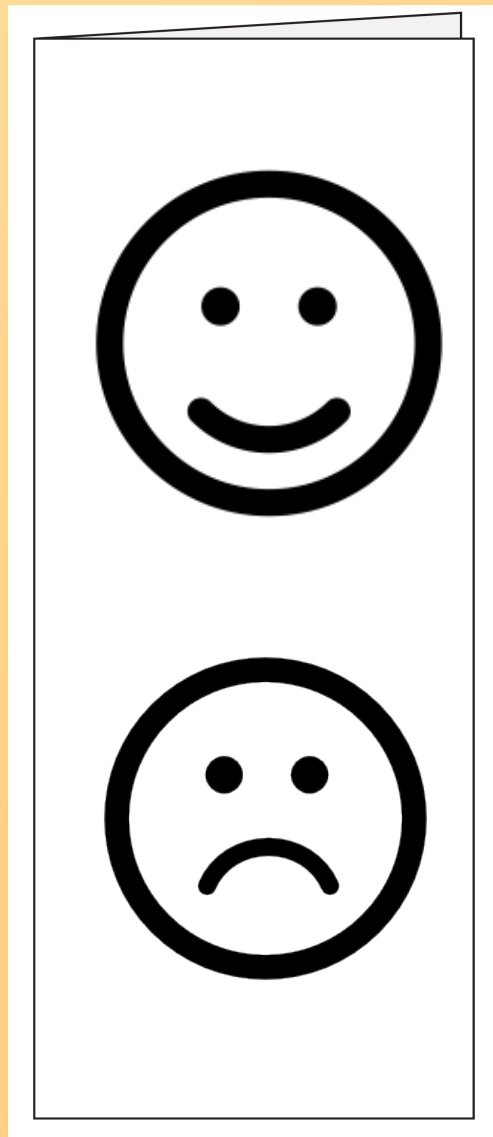
- Expose students to words throughout the day by strategically integrating them into your language during classroom routines.
- Encourage students to integrate new words into speaking and writing during classroom routines as well.

Word	Arrival and Opening Lesson	Snack time	Recess Time	Dismissal
<i>solar</i>	Welcome to another day in our solar system!	I wonder whether some of these foods were grown using solar energy.	Enjoy the warm solar rays when you're playing outside.	Ask your parents or older siblings whether they have seen a solar eclipse. Report back tomorrow.

Check Comprehension With Pinch Papers



Pinch Papers for Young Children





Sample Lessons



- **Review Handouts 3 and 4.**
- **Highlight ideas you want to try.**





Consider Diversity: English Language Learners



Explicit and contextualized vocabulary instruction is essential for English language learners.



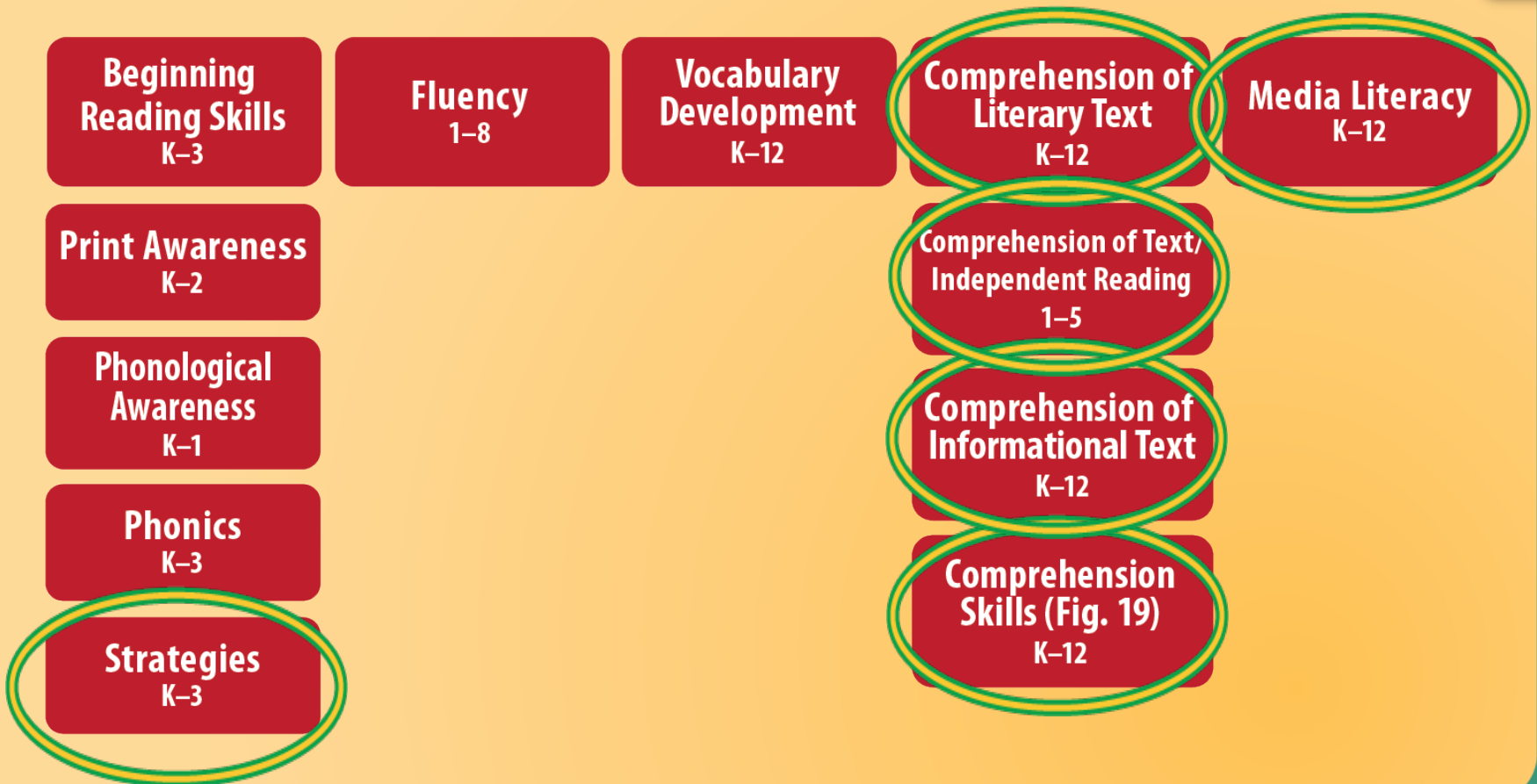
Reading Comprehension



What We Know From Research

- **Comprehension can be modeled and practiced through reading and thinking aloud with various texts.**
- **Teacher read-alouds help students “gain the knowledge and language skills that will enable good comprehension later on. Reading aloud increases background knowledge, builds vocabulary, and familiarizes children with the language in books” (Hall & Moats, 2000, p. 33).**
- **Using texts across genres allows for the teaching of multiple linguistic elements and thinking processes, including vocabulary, syntax, comprehension strategies, and motivation.**

ELAR TEKS: Reading Strand





Elements of Comprehension Instruction

- **Develop students' vocabulary knowledge**
- **Build students' understanding of syntax**
- **Develop students' thinking at different levels**
- **Build students' background knowledge**
- **Teach specific comprehension strategies**
- **Examine various text structures**
- **Motivate students to read**
- **Support students' writing**



Use Texts Across Genres

- **Literary texts:**
 - **Folktales, fables, fairytales**
 - **Poetry**
 - **Fiction**
 - **Nonfiction**
- **Informational texts:**
 - **Expository texts**
 - **Procedural texts**
- **Different forms of media:**
 - **Advertisements**
 - **Newspapers**
 - **Radio programs**



Weave Vocabulary Into the Lesson

Select words or phrases from a text that you will define and discuss **during reading. Select words that are critical to understanding the text and that students will encounter again in future reading.**



Teaching Vocabulary Words in Context

- **When you encounter a word that may impede students' understanding of a text:**
 - **Point to a picture.**
 - **Provide a student-friendly definition.**
 - **Provide a synonym.**
 - **Make a gesture or change your tone of voice.**
- **After reading:**
 - **Use the word in a new context.**
 - **Ask students to apply the word to a context they know.**



Building Knowledge of Syntax



- **Find sentences to model different syntactic elements:**
 - **Subject + predicate = complete sentence**
 - **Verbs, nouns, modifiers, prepositions, pronouns**
 - **Capital letters**
 - **Ending punctuation**
- **Use sentences in various activities:**
 - **Examining mentor sentences**
 - **Playing with sentence anagrams**
 - **Matching sentences with pictures**
 - **Sequencing sentences**



Example Mentor Sentences



“No, David!”

— Shannon, 1998



Example Mentor Sentences



“No, David!”

— Shannon, 1998

**“Marvin K. Mooney,
will you please go now!”**

— Seuss, 1972

“Here I am, Mother!”

— Eastman, 1960



Manipulating the Mentor Sentence

No, David!



Manipulating the Mentor Sentence

No, David!

No, David.



Manipulating the Mentor Sentence

No, David!

No, David.

No David!



Sentence Anagrams



ran

dog

the



Sentence Anagrams



ran

dog

the

What if we want to add **black** ?



Sentence Anagrams



ran

dog

the

What if we want to add **black** ?

What if we want to add **fast** ?

Other Sentence Activities





Developing Thinking: Comprehension Purpose Questions

Thoughtful
questions
improve
learning in
many ways:

- **Give students a purpose for reading**
- **Focus students' attention on what they will learn**
- **Help students think actively as they read**
- **Encourage students to monitor their comprehension**
- **Help students review content and relate what they have learned to what they already know**



Comprehension Purpose Questions: Activities



- Read the description of comprehension purpose questions.
- Underline words and phrases that help you answer this comprehension purpose question:
What is important to remember when setting a comprehension purpose question?
- Apply what you learned.



Building Background Knowledge

- **Select and read texts within a theme:**
 - **Use texts from various genres.**
 - **Explicitly make connections across texts.**
 - **Use graphic organizers to show connections.**
- **Activate background knowledge before reading text aloud to students.**
- **Model connecting background knowledge with new knowledge.**



Comprehension Strategies

Setting purpose	Consider the purpose for reading or listening to various texts
Asking and responding to questions	Answer <i>who</i>, <i>where</i>, and <i>what</i> questions after listening to a sentence or short paragraph
	Respond to texts by answering and asking questions, discussing ideas, and relating events to personal experiences
Monitoring and adjusting comprehension	Ask questions while listening to stories to check comprehension
	Use strategies to repair comprehension when confusions arise (e.g., reread)
	Create mental images
Retelling	Retell or act out important events in stories
	Retell important facts in a text



Comprehension Strategies (cont.)



Identifying important information and ideas	Restate main ideas
	Identify important facts or details
	Use text features to locate specific information
	Explain the meaning of specific signs and symbols
Making inferences	Describe characters and reasons for their actions and feelings
	Use titles, illustrations, and text to make predictions
	Make inferences about text and use textual evidence to support understanding
Making connections	Connect texts to own experiences, ideas in other texts, and the larger community



Teaching Comprehension Strategies



- **Start with easier texts and then move to more complex texts.**
- **Identify places in the text to stop and think aloud.**
- **Tell students that you will stop occasionally to talk about what you're thinking.**
- **As you read, stop in the places you've marked to share your thinking.**
- **During or after reading, fill out a graphic organizer to summarize your thinking.**
- **After you have modeled a strategy and students have practiced it with you many times, have them practice it in partners or small groups.**



Examining Text Structures



- **For narratives:**
 - **Discuss characters, setting, and events.**
 - **Analyze character motivation.**
- **For informational texts:**
 - **Look for specific structures, like sequence or compare and contrast.**
 - **Use key words to identify text structure.**
- **Graphic organizers to analyze text structures:**
 - **Story maps**
 - **Character analysis charts**
 - **Webs, flow charts, etc.**



Motivating Students to Read



Promote a variety of literacy-related activities:

- **Sharing books by “reading” with peers**
- **Retelling stories that have been read aloud**
- **Drawing and writing about books they have read**
- **Checking out books to read at home**



Supporting Students' Writing

- **Texts and instructional strategies used to teach comprehension can also be used to teach writing.**
- **We'll discuss this topic in our next session.**



Consider Diversity: English Language Learners



- English language learners learn to derive meaning from texts and practice using language to discuss texts.
- Scaffold instruction to promote language comprehension and use:
 - Take into account students' different levels of English proficiency.
 - Consider prior knowledge and identify unfamiliar terms and topics.
 - Scaffold comprehension.
 - Monitor understanding frequently.



Importance of Comprehension Instruction

“The teacher needs to consider not only which comprehension skills a child will benefit from most, but also how those might fruitfully be combined with other skills to develop that child’s comprehension overall...The teacher needs to know about the component processes of reading comprehension to teach them when they are relevant, not in a fixed order.”

— Oakhill, Cain, & Elbro, 2015, p. 110



Writing



Previewing Quick-Write



- **Reflect on your current writing instructional practices.**
- **Quickly write your ideas that relate to teaching writing in each of the writing instructional areas on Handout 1.**
- **Conclude the quick-write with two sentences that summarize your thoughts about teaching writing in first grade.**

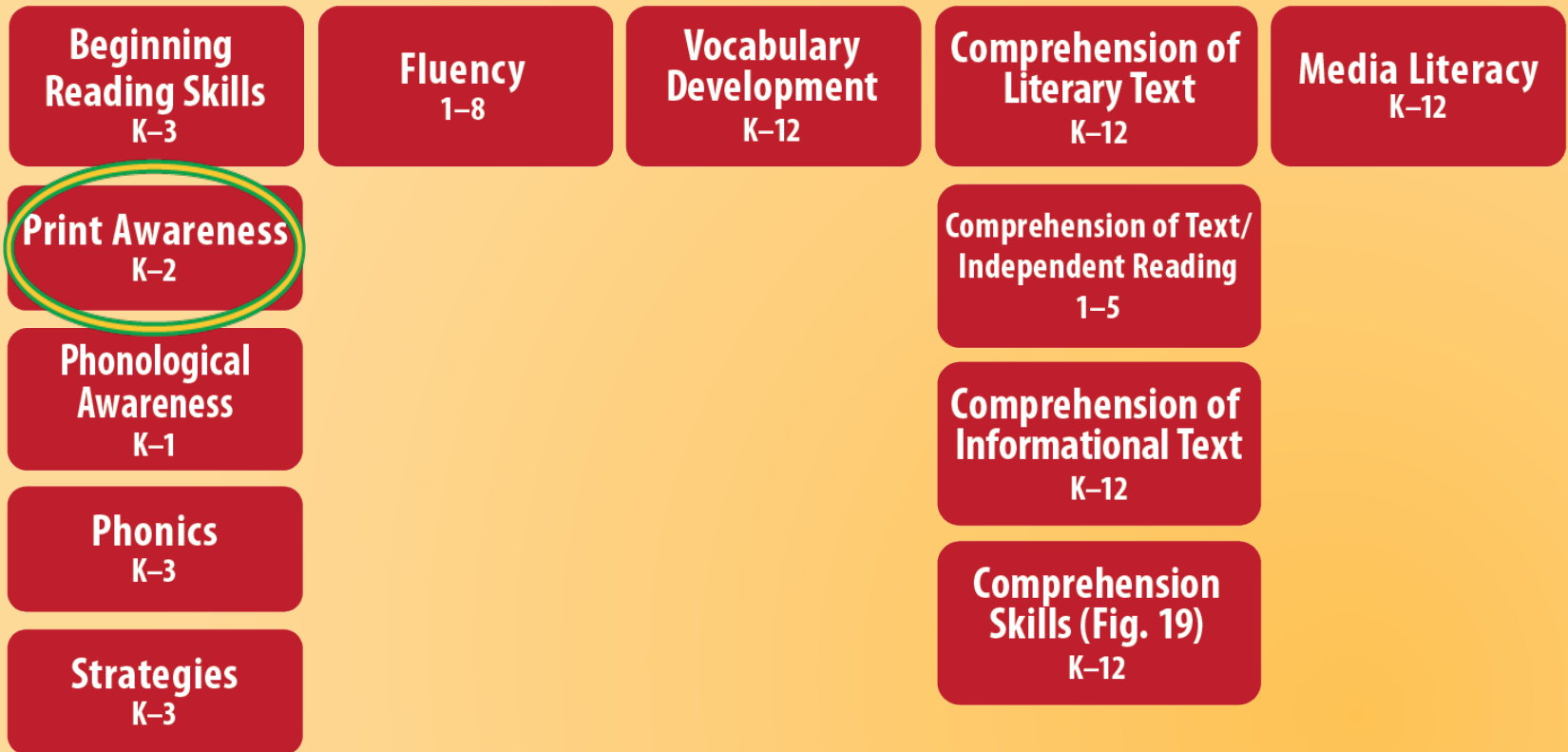


What We Know From Research



- **Provide daily opportunities for students to write.**
- **Explicitly teach students handwriting, spelling, and syntax skills.**
- **Explicitly teach students the writing process.**
- **Model and have students practice writing strategies for different purposes and audiences.**
- **Create a community of writers in your classroom.**

ELAR TEKS: Reading Strand



ELAR TEKS: Oral and Written Conventions and Writing Strands



Conventions
K-12

**Handwriting,
Capitalization,
and Punctuation**
K-12

Spelling
K-12

Writing Process
K-12

Literary Texts
K-12

**Students Write
About their
Own Experiences**
3-8

**Expository and
Procedural Texts**
K-12

Persuasive Texts
K-12



Allocating Time to Writing

How much time does research indicate should be spent on daily writing instruction and practice in first grade?



Allocating Time to Writing

How much time does research indicate should be spent on daily writing instruction and practice in first grade?

A minimum of one hour



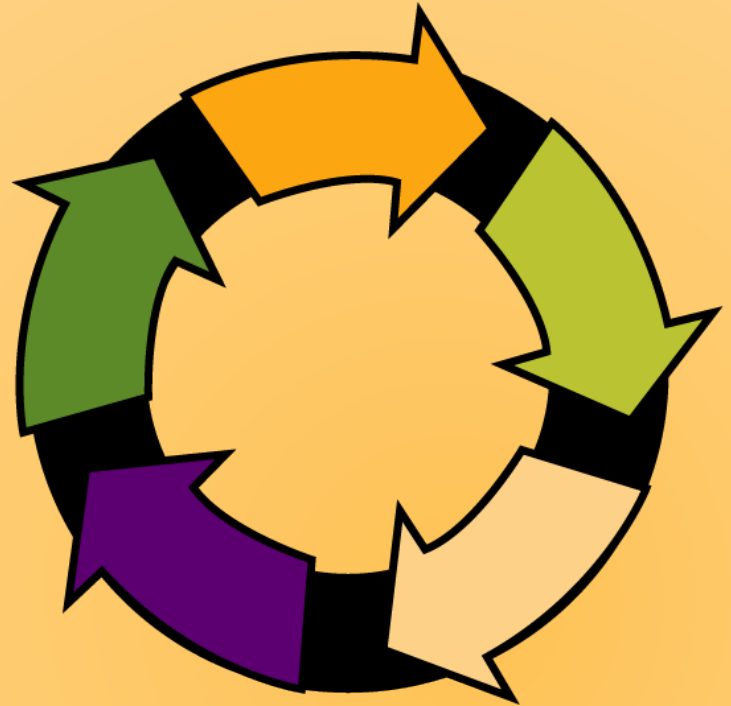
Teaching Handwriting



- **Show students how to hold a pencil.**
- **Model efficient and legible letter formation.**
- **Provide multiple opportunities for students to practice effective letter formation.**
- **Use scaffolds, such as letters with numbered arrows showing the order and direction of strokes.**
- **Have students practice writing letters from memory.**
- **Provide handwriting fluency practice to build students' automaticity.**
- **Practice handwriting in short sessions.**

Teaching the Writing Process

- **Planning**
- **Drafting**
- **Revising for content**
- **Editing for mechanics**
- **Publishing**





Explicit Instruction in the Writing Process



- **I do:**
 - Read aloud mentor texts to model specific writing components.
 - Use think-alouds and write-alouds to show students the writing process.
- **We do:**
 - Have students help you through shared writing activities.
 - Support young writers through a gradual-release model of instruction.
- **You do:**
Students try out what they've learned.



Writing for a Variety of Purposes and Audiences



- **Model planning strategies.**
- **Help students generate topics of interest.**
- **Help students identify a purpose and match it to form and audience.**
- **Allow students to choose writing topics.**
- **Help students decide which writings to share and/or publish.**
- **Let students decide how to publish their writing.**

Teaching the Writing Process Within Specific Genres



- **Examine a lesson template for teaching the writing process across genres.**
- **Review sample lessons across various genres.**
- **Note the use of the “I do,” “We do,” “You do” framework.**
- **Plan your own lesson using this framework and your own mentor text.**



Creating a Writing Community



- **Read mentor texts to hook students into listening for what effective writers do.**
- **Write in front of your students and share your writing.**
- **Show students the importance of writing in your daily life.**
- **Weave writing into lessons throughout the day and across content areas.**
- **Encourage students to collaborate with one another as writers.**



Creating a Writing Community (cont.)



- In addition to modeling thinking within the writing process, model motivational aspects of writing.
- Make mistakes in front of your students and show them how you learn from mistakes.
- Give students writing choices.
- Celebrate and share student successes.
- Provide positive feedback in one-on-one conferences with students.
- Publish students' writing both in your class and in the wider community.



Scaffolding Writing



- **Scaffold writing instruction to meet each student's needs during small-group instruction.**
- **Extensive writing scaffolding may include the following:**
 - **More modeling ("I do")**
 - **More guided practice ("We do")**
 - **A different type of graphic organizer**
 - **A sentence or writing frame**



Monitoring Writing Progress



- **Collect students' written work across the year.**
- **Use response guides, checklists, rubrics, and anecdotal notes to assess students' writing.**
- **Conference with students regularly to discuss specific writing elements and skills.**
- **Keep this advice in mind when providing feedback: "Teachers should analyze rather than criticize...Error marks the place where education begins" (Rose, 1989).**
- **Target specific concepts as you plan instruction.**



Consider Diversity: English Language Learners

- **Explicitly teach, model, and scaffold spelling and writing instruction.**
- **Create a print-rich environment.**
- **Engage ELLs in meaningful and carefully planned writing activities.**
- **Ensure that ELLs work within a sense of community.**
- **Let students talk with a partner before writing.**



The Importance of Writing Instruction



“In our increasingly technology-mediated society, we can no longer afford to consider writing a skill for the privileged few. Writing is one of the primary ways that we persuade and inform, both socially and professionally... The ability to communicate through [various] media has become a gatekeeper for full participation in economic and social life.”

— Graham, 2013